Faculty of Health and Social Sciences

School of Health and Community Care

Introduction to Non-Medical Prescribing

Pre-Registration Nursing – Year 3

(Level 6)

2015-2016

Module Handbook

<u>Contents</u>

1   <u>What is this module about?</u>

Relatively recent developments in government policy (DH 2006) and Nursing and Midwifery Council professional standards, relating to the prescribing of medication, now allows nurses who are Independent Prescribers almost total access to the British National Formulary (BNF). These changes will have a considerable impact on the practitioner's role, particularly for those who wish to maximise their skills and knowledge. Various past studies support the effectiveness and the significant benefits of nurses who are able to prescribe as well the satisfaction of patients/service users (Latter et al 2005). These benefits include delivery of complete episodes of care, continuity of care, cost effectiveness in the use of professional time, improved patient/service user satisfaction and significantly enhanced patient/service user health outcomes, greater concordance and an improvement in health promotion.

The NMC (2006) standards for prescribing practice provide a benchmark for safe and effective prescribing to ensure protection to the public. It is acknowledged that by having extensive access to the BNF that this will have an impact in making different demands on the practitioner and their scope of practice, which could include the pressures to prescribe. The potential to expand roles and change patterns of practice requires personal and professional responsibility and accountability. In preparing practitioners an appropriate programme of education and training, including continuous professional development, to equip them with the knowledge and competence to enable them to prescribe safely and effectively has been developed. It is vital that Pre-Registration Nursing students are made aware of their responsibilities to those to whom they provide a service and of their future professional potential.

Department of Health (2006) Improving Patients' Access to Medicines: a Guide to Implementing Nurse and Pharmacist Independent Prescribing within the NHS in England Gateway reference: 6429

Latter S, Maben J, Myall M, Courtenay M, Young A, Dunn N (2005). An evaluation of extended formulary independent nurse prescribing - Executive summary of final report. DH, London.

Nursing and Midwifery Council (2006) Standards of proficiency for nurse and midwife prescribers

Module Aim

The main aim of this module is to sensitise the student to the key elements of the Nursing and Midwifery Council professional curriculum for Non-Medical Prescribing, to link the theory underpinning the use of medications to patient and service user centred care and to become aware of professional standards of proficiency in medicines management responsibilities.

2 Module Learning Outcomes

Learning outcome 1	Develop and enhance the personal and professional skills required to be able to undertake assessment and consultation with clients and carers, applying knowledge of drug actions and drug safety (including drug dosage calculations) in medications management in order to better meet the individual holistic health needs of patients and service users.
Learning outcome 2	Understand the underpinning legislation and professional standards relevant to nursing roles within medication management and nurse prescribing.
Learning outcome 3	Critically analyse and use legitimate sources of information, including on-line research based therapeutics and clinical guidelines and advice and decision support in medication management, in order to engage in evidence based practice and to be better acquainted with the various personal and professional influences on prescribing practice.
Learning outcome 4	Show the facility to practice within a framework of professional accountability and responsibility in relation to safely meeting the individual patient/service user centred need in medication management.

Module Learning Activities

- Assessment, communication and consultation with patients, service users and carers.
- Role and functions of professionals prescribing and medicines management.
- Familiarisation with and use of prescribing documentation.
- Clinical pharmacology- pharmaco-dynamics, pharmaco-kinetics - absorption, distribution, metabolism and excretion of prescribed drugs.
- Patient and service user adherence and concordance. Partnership working.
- Risk assessment and risk management including safe storage, handling and disposal of prescribed products.
- Legal, policy, and professional standard aspects of drug prescribing and medicines management.
- Professional and accountability and responsibility.
- Numeracy and drug dosage calculation skills.

3 Assessment Summary

30	Assessment Tasks			
		Type	Weighting	Learning outcome(s) Assessed
31	Assessment 1	**Case Study** Patient/Service User focused Case Study.	**50%** **You must pass this assignment in order to complete the course**	1 **X** 2 **X** 3 **X** 4 **X**
		Exam length:	Word count: **2000**	
		Due week commencing	University Week 25	
32	Assessment 2	Type	Weighting	Learning outcome(s) Assessed
		Pharmacology Exam	**50%** **You must pass this exam in order to complete the course**	1 **X** 2 **-** 3 **X** 4 **-**
		Exam length: **90 mins**		
		Due week commencing	University Week 17	
32A	Assessment 3	Type	Weighting	Learning outcome(s) Assessed
		Numeracy Online Exam There is an additional Pass/Fail non-weighted numeracy exam undertaken to meet the validating professional body NMC standards of proficiency.	**Pass/Fail** **You must pass this exam in order to complete the course**	1 **X** 2 **-** 3 **-** 4 **X**
		Exam length: **60 mins**		
		Due week commencing	28	

4 Case Study Guidelines

The case study is an obligatory element of the assessment process for the "Introduction to Non-Medical Prescribing" module.

The case study will count 50% of the final module mark and will be weighted accordingly in determining the overall mark for the module.

The pass mark is 40%. The usual academic grading standards will be used to determine the mark allocated to the work.

You must pass both this and the pharmacology exam element (also weighted at 50%) of the assessment process in order to pass this module. You must get a pass in both elements. In addition you must also achieve 100% in the on-line drug dosage calculation exam – please note that this element has no academic weighting, however it is a professional requirement and you must pass it and you only get two attempts at it. It is recommended that you spend at least six hours practicing on-line for this exam - this is entirely your own responsibility, but remember you must be successful in all elements of this module in order to register to practice as a nurse.

The case study word limit is 2000 words. In the interests of flexibility a 10% tolerance will be allowed around this figure. However, given what you are being asked to accomplish within the case study, it would be surprising if submissions came in under 2000 words.

Please use the concise style of writing of a report format for this assignment. Use the guidance provided for this assignment (see below) to determine the sections/structure of the report that you produce.

You should provide a brief 'pen portrait' of the patient/service user as an appendix, in order to put the report in to context.

There are three core elements to the assignment –

The Patient

- Identify a suitable patient/service user from your practice placement (the usual anonymity and confidentiality rules apply).
- The patient/service user has to be representative of your branch of training.
- The patient/service user chosen must have been prescribed **at least two** medications to treat a branch related condition(s).
- Select two medications linked to conditions pertinent to your branch.

The Medications

- Explore the suitability of these two drug prescribing decisions with reference to the formally recorded diagnosis.
- You should show your understanding of the medications that have been prescribed - clearly indicate how they work.
- From a patient safety perspective, pay particular attention to the potential for serious side-effects, drug interactions and adverse drug reactions.
- Consider potential contributory risk factors from the history and lifestyle of the individual having the drugs prescribed for them.

The Professional Issues

Within the context of the patient/service user individual personal circumstances, you should discuss the broader issues related to their prescription medication (see key factors below).

- The achievement of patient/service user concordance/adherence (including the possible need for health education and health promotion)

Any related legal and professional aspects should be carefully considered. Such as –

- mental capacity
- accountability
- appropriate safety netting
- ethical concerns

This assignment is to be handed in **Friday 27th November 2015**

All students please be aware that if, within any course work (written or oral), ethical , legal or professional standards appear to be breached in relation to professional practice, your syndicate group leader or the module leader will need to investigate to ensure public protection. Please discuss any issues of concern about standards of practice/unsafe or unethical practice with your syndicate group leader.

5 Useful Resources

Books

Author/ Editor	Courtnay, M. and Griffiths, M. (Eds)
Title	Independent and Supplementary Prescribing – An Essential Guide
Edition	2nd
Publication Year	2010
Publisher	Cambridge University Press
ISBN	978-0-521-12520-8 Paperback

Books

Author/ Editor	Hastings, A. and Redsell, S. (Eds)
Title	The Good Consultation Guide for Nurses
Edition	1st
Publication Year	2006
Publisher	Radcliffe Publishing, Oxford
ISBN	978 185775 688 3 Paperback

Books

Author/ Editor	McGavock, H.
Title	How Drugs Work – Basic Pharmacology for Healthcare Professsionals
Edition	3rd
Publication Year	2011
Publisher	Radcliffe Publishing, Oxford
ISBN	978 184619 478 8 Paperback

Books

Author/ Editor	Lymn, J., Bowskill, D., Bath-Hextall, F. and Knaggs, R.
Title	The New Prescriber
Edition	1st
Publication Year	2010
Publisher	Wiley-Blackwell
ISBN	978 - 0470519875

Books	
Author/ Editor	Nuttall, D. and Rutt-Howard, J. (Eds)
Title	The Textbook of Non-Medical Prescribing
Edition	1st
Publication Year	2011
Publisher	Wiley-Blackwell
ISBN	978-1-4051-9935-3 Paperback

Books	
Author/ Editor	O'Brien, M., Spires, A. and Andrews, K.
Title	Introduction to Medicines Management in Nursing
Edition	1st
Publication Year	2011
Publisher	Learning Matters Ltd.
ISBN	978-1-84445-845-5

Books	
Author/ Editor	Mutsatsa, S.
Title	Medicines Management in Mental Health Nursing
Edition	1st
Publication Year	2011
Publisher	Learning Matters Ltd.
ISBN	978-0-85725-049-0

Books	
Author/ Editor	Lawson, E. and Hennefer. D. L.
Title	Medicines Management in Adult Nursing
Edition	1st
Publication Year	2010
Publisher	Learning Matters Ltd.
ISBN	978-1-84445-842-4

Journals	
Title	Nurse Prescribing – Monthly Education in Prescribing and Pharmacology
Publisher	MA Healthcare Ltd. – Pensford Press Ltd.

Websites	
Description	safeMedicate
Creator	authenticWorld drug dosage calculations
URL	www.safemedicate.com

Useful Websites

Bandolier (evidence-based healthcare) -

www.medicine.ox.ac.uk/bandolier/knowledge.html

BNF and BNF for Children -

www.bnf.org

Clinical Evidence – NHS -

www.evidence.nhs.uk

Medicines and Healthcare products Regulatory Agency -

www.mhra.gov.uk

National Institute for Clinical Excellence (medicines and prescribing) -

www.nice.org.uk/mpc

The Scottish Intercollegiate Guidelines Network (SIGN) -

www.sign.ac.uk

6 Writing a Report

(the following advisory material is courtesy of Martin Hird)

- **Purpose of a report**
    - **To convey information concisely - summarise**
    - **Usually used to report on a project/task**
- **Writing style of a report**
    - **Formal, focussed, concise**
    - **Not narrative**
    - **Not reflective**
    - **Logically structured**

Report Style

Can be read section by section

More use of sub-headings, tables, bullet-points

Detached, objective style of writing

Purposeful

Essay Style

Needs to be read as a whole

Flowing narrative

Varies

Often an end in itself

LEEDS BECKETT UNIVERSITY TAXONOMY OF ASSESSMENT DOMAINS FOR TAUGHT COURSES

Domains	The student is able to ...... Level 4	Level 5	Level 6	Level 7
TECHNICAL CAPABILITIES	Choose and use appropriate tools and techniques for the accomplishment of set tasks.	Choose and develop the application of appropriate tools and techniques to accomplish set tasks.	Select and effectively apply a range of tools and techniques to existing and novel situations to achieve reasoned solutions/appropriate outcomes.	Select and effectively apply a range of complex tools and techniques to novel situations to achieve innovative solutions.
ORGANISATION AND PLANNING	Organise self and prioritise tasks (under supervision, if appropriate); organise and plan own studying patterns.	Organise self and plan tasks independently; negotiate outcomes and process.	Work autonomously to complete significant extended academic tasks and be able to accept responsibility for the process and outcomes.	Set, negotiate and meet own objectives and deadlines, collaborating effectively with others to work towards identified objectives and standards.
COMMUNICATION	Communicate in a clear and concise way, through a range of formal and informal tasks (using technology as appropriate) taking account the audience/ any fellow participants.	Communicate, in a clear and concise way, using a range of academic styles and modes appropriate to the context and taking account of the audience/any fellow participants.	Communicate in a clear and concise way, in formal styles, in relation to major pieces of academic work appropriate to the context, taking into account the audience/any fellow participants.	Select, use and modify appropriate styles and modes of communication for a wide range of tasks and purposes taking account of the audience/fellow participants.

LEEDS BECKETT UNIVERSITY TAXONOMY OF ASSESSMENT DOMAINS FOR TAUGHT COURSES

Level 4 Level 5 Level 6 Level 7

TECHNICAL CAPABILITIES

Choose and use appropriate tools and techniques for the accomplishment of set tasks.

Choose and develop the application of appropriate tools and techniques to accomplish set tasks.

Select and effectively apply a range of tools and techniques to existing and novel situations to achieve reasoned solutions/appropriate outcomes.

Select and effectively apply a range of complex tools and techniques to novel situations to achieve innovative solutions.

ORGANISATION AND PLANNING

Organise self and prioritise tasks (under supervision, if appropriate); organise and plan own studying patterns.

Organise self and plan tasks independently; negotiate outcomes and process.

Work autonomously to complete significant extended academic tasks and be able to accept responsibility for the process and outcomes.

Set, negotiate and meet own objectives and deadlines, collaborating effectively with others to work towards identified objectives and standards.

COMMUNICATION

Communicate in a clear and concise way, through a range of formal and informal tasks (using technology as appropriate) taking account the audience/ any fellow participants.

Communicate, in a clear and concise way, using a range of academic styles and modes appropriate to the context and taking account of the audience/any fellow participants.

Communicate in a clear and concise way, in formal styles, in relation to major pieces of academic work appropriate to the context, taking into account the audience/any fellow participants.

Select, use and modify appropriate styles and modes of communication for a wide range of tasks and purposes taking account of the audience/fellow participants.

Domains	The student is able to ...... Level 4	Level 5	Level 6	Level 7
GROUP/ INTER-PERSONAL	Operate effectively and in groups and with individuals taking into account the needs and behaviour of others with sensitivity to equality, diversity and culture.	Operate effectively in groups and on an individual basis with due consideration of roles, leadership and group dynamics and with sensitivity to equality, diversity and culture.	Work collaboratively in groups and with individuals from a range of settings, with a broad and self-critical awareness and with sensitivity to equality, diversity and culture.	Work collaboratively and constructively with individuals and groups in varied settings, with a self-critical awareness of process and outcomes and with sensitivity to equality, diversity and culture.
INFORMATION/ DATA COLLECTION	Gather and organise information/data from recommended and appropriate sources.	Select, gather and organise information/data independently from a wide range of primary and secondary sources.	Select, gather, critically evaluate, prioritise and organise information/data from an extensive range of primary and secondary sources.	Work autonomously to select, devise, apply and critically evaluate appropriate methods and tools for data and information collection for an extended piece of research.
THEORY AND PRINCIPLES	Demonstrate a fundamental knowledge of key theories and principles.	Demonstrate knowledge of key theories and principles, with an understanding of their relationships to alternative themes and relevance to different contexts.	Combine knowledge, theories and principles in the analysis and solution of issues/problems.	Select, critique and apply relevant theory and /or strategies and methodologies for investigating/solving complex issues and research questions.

LEEDS BECKETT UNIVERSITY TAXONOMY OF ASSESSMENT DOMAINS FOR TAUGHT COURSES

Level 4 Level 5 Level 6 Level 7

GROUP/ INTER-PERSONAL

Operate effectively and in groups and with individuals taking into account the needs and behaviour of others with sensitivity to equality, diversity and culture.

Operate effectively in groups and on an individual basis with due consideration of roles, leadership and group dynamics and with sensitivity to equality, diversity and culture.

Work collaboratively in groups and with individuals from a range of settings, with a broad and self-critical awareness and with sensitivity to equality, diversity and culture.

Work collaboratively and constructively with individuals and groups in varied settings, with a self-critical awareness of process and outcomes and with sensitivity to equality, diversity and culture.

INFORMATION/DATA COLLECTION

Gather and organise information/data from recommended and appropriate sources.

Select, gather and organise information/data independently from a wide range of primary and secondary sources.

Select, gather, critically evaluate, prioritise and organise information/data from an extensive range of primary and secondary sources.

Work autonomously to select, devise, apply and critically evaluate appropriate methods and tools for data and information collection for an extended piece of research.

THEORY AND PRINCIPLES

Demonstrate a fundamental knowledge of key theories and principles.

Demonstrate knowledge of key theories and principles, with an understanding of their relationships to alternative themes and relevance to different contexts.

Select, critique and apply relevant theory and /or strategies and methodologies for investigating/solving complex issues and research questions.

Combine knowledge, theories and principles in the analysis and solution of issues/problems.

Domains	The student is able to ...... Level 4	Level 5	Level 6	Level 7
ANALYSIS AND INTERPRETATION	Explain in detail and make sense of simple situations and problems by breaking information into parts and identifying the relevant motives, causes and main inherent issues.	Examine more complex situations and problems/ issues to illuminate relevant factors/emergent findings. Justify the validity of the analytical process, seeking evidence to offer and support interpretations.	Interpret a range of situations and adopt a critical approach to explore problems /issues from a range of different viewpoints/theoretical standpoints.	Examine problems and issues critically and in detail using the main theoretical perspectives of the cognate area and the appropriate research methods and strategies, seeking evidence to offer and support valid interpretations.
APPLICATION	Use learned theory, principles and techniques in different ways to address straightforward situations and problems.	Use appropriate clusters of principles, knowledge and techniques to make sense of ambiguous situations /practice settings and reflect on the process of what has been learned.	Apply knowledge, techniques and theoretical principles in the identification and judgement of a range of valid solutions to new, problems/issues and reflect on the appropriateness of the outcomes.	Use theories, methodology, techniques and strategies in new situations in informed and valid ways, demonstrating empirical/experimental rigour in the identification of solutions to new situations/ problems.

LEEDS BECKETT UNIVERSITY TAXONOMY OF ASSESSMENT DOMAINS FOR TAUGHT COURSES

Level 4 Level 5 Level 6 Level 7

ANALYSIS AND INTERPRETATION

Explain in detail and make sense of simple situations and problems by breaking information into parts and identifying the relevant motives, causes and main inherent issues.

Examine more complex situations and problems/ issues to illuminate relevant factors/emergent findings. Justify the validity of the analytical process, seeking evidence to offer and support interpretations.

Interpret a range of situations and adopt a critical approach to explore problems /issues from a range of different viewpoints/theoretical standpoints.

Examine problems and issues critically and in detail using the main theoretical perspectives of the cognate area and the appropriate research methods and strategies, seeking evidence to offer and support valid interpretations.

APPLICATION

Use learned theory, principles and techniques in different ways to address straightforward situations and problems.

Use appropriate clusters of principles, knowledge and techniques to make sense of ambiguous situations /practice settings and reflect on the process of what has been learned.

Apply knowledge, techniques and theoretical principles in the identification and judgement of a range of valid solutions to new, problems/issues and reflect on the appropriateness of the outcomes.

Use theories, methodology, techniques and strategies in new situations in informed and valid ways, demonstrating empirical/experimental rigour in the identification of solutions to new situations/ problems.

Domains	The student is able to ...... Level 4	Level 5	Level 6	Level 7
REFLECTION	Give deliberate thought to situations and problems and systematically reflect on the issues and how they affect self and others.	Apply ongoing reflective theory and thinking to a range of situations and evaluate possible solutions and outcomes.	Critically reflect on a range of different issues, information and events: plan and evaluate a range of valid, informed solutions and/or actions.	Give deliberate thought to the critical consideration of issues from a range of diverse settings and the methods, process and outcomes by which new solutions or actions emerge and can affect self and others.
SYNTHESIS AND EVALUATION	Organise, justify and make connections about subject information, the validity of ideas or the quality of work based on a set of criteria.	Organise, connect and make informed judgements about information and its relation to its underpinning knowledge and principles.	Bring together different elements of theory and practice; Critically evaluate outcomes and propose new solutions.	Critically evaluate and justify existing information and methodologies. Create new connections between theoretical perspectives, methods and the strategies applied.
CREATIVITY	Identify and consider the original aspects of/perspectives on the subject area.	Develop a personal standpoint through the exploration of new perspectives relating to the knowledge, issues and solutions within the subject area.	Express informed personal views and identify new perspectives on existing knowledge for the solution of issues/problems and/or the transfer of knowledge into new contexts.	Propose alternative solutions and modifications by combining different sources of information in new patterns. Identify new areas for investigation/new problems /new methodological approaches.

Last updated 28th Apr 2015   Page 4 of 4

LEEDS BECKETT UNIVERSITY TAXONOMY OF ASSESSMENT DOMAINS FOR TAUGHT COURSES

Level 4 Level 5 Level 6 Level 7

REFLECTION

Give deliberate thought to situations and problems and systematically reflect on the issues and how they affect self and others.

Apply ongoing reflective theory and thinking to a range of situations and evaluate possible solutions and outcomes.

Critically reflect on a range of different issues, information and events: plan and evaluate a range of valid, informed solutions and/or actions.

Give deliberate thought to the critical consideration of issues from a range of diverse settings and the methods, process and outcomes by which new solutions or actions emerge and can affect self and others.

SYNTHESIS AND EVALUATION

Organise, justify and make connections about subject information, the validity of ideas or the quality of work based on a set of criteria.

Organise, connect and make informed judgements about information and its relation to its underpinning knowledge and principles.

Bring together different elements of theory and practice; critically evaluate outcomes and propose new solutions.

Critically evaluate and justify existing information and methodologies. Create new connections between theoretical perspectives, methods and the strategies applied.

CREATIVITY

Identify and consider the original aspects of/perspectives on the subject area.

Develop a personal standpoint through the exploration of new perspectives relating to the knowledge, issues and solutions within the subject area.

Express informed personal views and identify new perspectives on existing knowledge for the solution of issues/problems and/or the transfer of knowledge into new contexts.

Propose alternative solutions and modifications by combining different sources of information in new patterns.

Identify new areas for investigation/new problems /new methodological approaches.